Introduction

• Written English and spoken English are very different
  – of, these, those, yacht, subtle, lamb, knot, psychology, Xavier, clothes, cupboard, mischief, foot, fool, orange, women, paradigm, conch, toe, tow, lead (2 ways), wind (2 ways), (rain, rein, reign (the same))…

• Why adults can’t acquire a second language as easily as children?
Introduction

• How to improve?
  – Build a new set of boxes
  – Practice to establish new habits
  – Listen to as much English as you can
  – Ignore the meaning and concentrate on the sounds
  – Think about what makes a particular sound different from the similar sound in your language
  – Practice aloud, not silently
  – Listening to one passage six times is better than listening to six different passages
  – Use a tape recorder to compare the sounds that you produce with the sounds that you hear
  – The secret to good pronunciation is listening and imitating, just as children do.
Introduction

• Which English?
  – There are different varieties and different dialects of English, Indian, African, Scottish, American, British, Irish
  – The English we practice is British English, Received Pronunciation (spoken in south-east England)
### Introduction

- **Letters and sound**
  - Phonetic alphabet or phonemic transcription between forward slashes `/ `/
  - 44 phonemes in English, 24 consonants and 20 vowels and diphthongs.

<table>
<thead>
<tr>
<th>Word</th>
<th>Pronunciation</th>
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Words and Utterances

• We practice sounds in isolation or short words; longer utterances have difficulties of their own.

• In longer utterances some words are treated as being more important than others.
Speech Organs

- The right pronunciation of the basic sounds in English require: finding out the right place of articulation and finding out the right manner of articulation.

Nasal: m, n, ŋ
Bilabial: p, b, m, w, ف
Interdental: θ, ð
Alveolar: t, d, s, z, n, l
Alveo-dental: ض, ط, د, ض
Post-dental: ز, ص, س
Alveolar trill: ر
Palatal: ʃ, ʒ, ʧ, ʤ
Palatal retroflex: r
Velar: k, g, й
Uvular: غ, خ, ق
Pharyngeal: ع, خ
Laryngeal/Glottal: h
Voice and Voiceless

• The larynx contains two bands of elastic tissue, the vocal cords.
• When the vocal cords are brought together tightly so that no air is allowed to pass, the air is compressed. When the vocal cords are opened suddenly the compressed air bursts out creating a glottal stop or /ةَمزةً
• When the vocal cords are brought together without blocking the air stream they create vibration, leading some sounds to be voiced.
• Some sound are voiced /ز، ِج/ and some are voiceless /س، ِش/. 
• Try other sounds and check whether they are voiced or voiceless
Consonants

• Fricatives are 9:
  – Voiceless sounds are stronger, longer, louder and they shorten the vowel before them
  – Labiodental: /f,v/ (Arabic /f/ is bilabial) Track 1, 2:08
  – Interdental: / θ, ð / Track 1, 7:08
  – Alveolar: /s,z/ (in Arabic post-dental) Track 1, 11:41
  – Palatal: /ʃ, ʒ/ Track 2, start
  – Glottal: /h/ voiceless Track 2, 4:13

• Stops are 6 (plosives: air pressure is blocked and then suddenly released)
  – Bilabial /p,b/ aspirated /pʰ/ Track 2, 6:26
  – Alveolar /t,d/ (in Arabic alveo-dental) (American /t/ between vowels)Track 2, 9:38
  – Velar /k,g/ Track 2, 12:52
Consonants

- **Affricates**
  - Palatal /ʃ, ç/ Track 2, 15:02

- **Nasals**
  - Bilabial /m/ Track 2, 17:44
  - Alveolar /n/ syllabic /n/
  - Velar /ŋ/ Track 3

- **Liquids: no friction**
  - Alveolar /l/ (alveolar lateral) Track 3, 1:09 (dark in final position and before consonants /l/ as if followed by ɔː, syllabic /l/)
  - Palatal /r/ (palatal retroflex – Arabic alveolar trill) Track 3, 7:48 (linking /r/)

- **Glides**
  - Bilabial /w/ Track 3, 5:14
  - Palatal /y/ Track 3, 4:08
Consonant Sequence

- Problems with consonant sequence:
  - 2: cream, music
  - 3: next, text, world, fields, pledged, fifths, strengths
  - 4: texts, plunged, good student, long street, next Saturday
  - 5: student strike, mixed sweets
  - 6: twelfth street, fenced square
  - 7: next strike, she tempts strangers

In Arabic لا يبدأ بساكن any initial consonant must be followed by a vowel
In Arabic no more than two consonant sequence (English, next) عدم التقاء الساكنين
Consonant Sequence

• Initial sequence
  Two consonants initially
  – In *stay*, *sky* and *spy* the stop cuts off the fricative
    • */sp, st, sk, sf, sm, sn, sl, sw, sj, .../* Track 3, 12:52
  – In *pray*, *play*, *climb* the second is fully formed while the first is still being pronounced
  – in *three* the tongue glides from one position to the other.

Three initial consonants (s \{k,p,t\} \{r,l,w,j\}) second cuts off the first and the third is fully formed while the second is being pronounced
Consonant Sequence

• Final sequences
  – Stop+stop: Track 3, 16:58
    • In *kept* and *act*, the closure for the second consonant is made while the closure for the first consonant is still in position.
  – 3 stops (middle one not pronounced), Track 3, 19:20
    • *empty*
    • In *strict parent* the first stop is formed and held for longer, the second stop disappears altogether and the third is formed and exploded normally.
  – Stop + nasal (explosion through the nose), Track 4, start
    • In *button*, the closure is made for the stop, then the uvular is lowered and the breath explodes out of the nose, while the tip of the tongue is still on the alveolar ridge.
  – */t,d/* followed by syllabic */l/*, Track 4, 3:18
    • In *battle* the closure is made for the stop, then the sides of the tongue are lowered and the breath explodes laterally, while the tip of the tongue is still on the alveolar ridge.
Consonant Sequence

• Final sequences
  – /s,z/ for plurals and present verbs /t,d/ for past verbs with voiced and voiceless sounds
    • In texts the tongue glides smoothly from one position to the other
  – Consonant + /Ə/: when the consonants /t,d,n,l/ are followed by /Ə/ they are made with the tongue tip touching the back of the upper teeth
    • Eighth, breadth, tenth, health

• Longer consonant sequence
  – Track 4, 10:44
  – 3: next, text, world, fields, pledged, fifths, strengths
  – 4: texts, plunged, good student, long street, next Saturday
  – 5: student strike, mixed sweets
  – 6: twelfth street, fenced square
  – 7: next strike, she tempts strangers
Consonant Sequence

- Final sequences
  - Stop+stop, Track 3, 16:58
  - 3 stops (difficult, no vowels between), Track 3, 19:20
  - Stop + nasal (explosion through the nose), Track 4, start
  - /t,d/ followed by syllabic /l/, Track 4, 3:18

- Longer consonant sequence
  - Track 4, 10:44